

Appendix I: The first round of expert consultation questionnaire

Dear Experts:

This study intends to build a scientific clinical competency evaluation tool for master's degree in nursing based on the Mini-CEX in medical education, taking the clinical competency of nurses as the theoretical basis, analyzing expert opinions and literature, summarizing relevant contents, and referring to the actual situation of China, so as to provide a reference for the clinical competency evaluation program of MNS. We are familiar with your rich experience in the field of postgraduate nursing education, as well as your profound knowledge. We invite you to participate in this research and look forward to your guidance, and thank you very much for your support of this study in your busy schedule!

The preliminary construction of the evaluation tool for clinical competence of nursing master degree students includes 7 dimensions (nurse-patient communication, health assessment, clinical decision-making, operational skills, health promotion, humanistic care, and organizational effectiveness) and 53 entries. Please evaluate the importance of these evaluation indexes, and your opinion will directly influence the construction of the subsequent evaluation index system! In order to ensure that this research project can be completed on time, please respond within one week!

Finally, I would like to express my gratitude to you again! I sincerely thank you for your participation in this study, and wish you good health and good work!

Part I Basic information of experts

1. Name:
2. Age(years):
3. Workplace:
4. Years of work:
5. Education:

A.Bachelor's degree B.Master's degree C.Doctor D.Others: _____
6. Title:

A.Junior B.Intermediate C.Associate Senior D.Positive Senior E.Others: _____
5. Is a graduate advisor:

A.Yes (Doctoral Supervisor/Master's degree advisor) B.No
6. What are your current role? (Multiple choices available)

A.Teaching B.Clinical C.Administration D.Management E.Scientific Research

Part II Consultation on Clinical Competency Evaluation Tool Indicators for Nursing Master Degree Students

Instructions:

This scale covers 7 dimensions with 53 entries. There are five different levels of importance, namely very important, relatively important, generally important, not too important, and not necessary, with scores of 5, 4, 3, 2, and 1.

If there is a need to adjust, revise, add or delete entries, you can directly modify in the "Revision" column.

Table 1 Consultation table of the clinical competence evaluation tool (scale dimensions) for nursing master's degree students

Dimensionality	Importance evaluation of indicators					Modify or delete comments
	Very important	More important	General importance	Not really important	Not important	
	5	4	3	2	1	
A Nurse-Patient Communication						
B Health assessments						
C Clinical Decision Making						
D Operating Skills						
E Health Education						
F Humanistic Care						
G Organizational effectiveness						

Other suggestions:

Table 2 Consultation table of the clinical competence evaluation tool (scale entries) for nursing master's degree students

Dimensional ity	Items	Importance evaluation of indicators					Modify or delete comments
		Very importa nt	More importan t	General importanc e	Not really importan t	Not important	
		5	4	3	2	1	
A Nurse-Patien t Communicat ion	A1 Appropriate self-introduction and addressing the patient or family						
	A2 Inform the patient or family of the purpose of the communication						
	A3 Confirm the patient's or family's ability to communicate, communicate in a language that the patient or family understands, and assess the patient's or family's grasp of the information when appropriate						
	A4 Ask questions and guide the patient or family when appropriate, and ask the patient's family to provide						

	correct and sufficient communication information when necessary						
	A5 Respond appropriately to patients when necessary						
	A6 Demonstrate respect and compassion for patients						
	A7 Not interrupting patients or family members inappropriately						
	A8 Use non-verbal communication when necessary to achieve good communication results						
	A9 Clearly thought out, well organized, well controlled pace						
	Supplementary indicators:						
B Health assessments	B1 Targeted physical examination						
	B2 Correct physical examination technique						
	B3 Comprehensive and accurate assessment						
	B4 Correctly assess changes in the patient's condition						

	B5 Properly assess potential risks						
	B6 Identify complications						
	B7 Proper use of specialty assessment tools						
	Supplementary indicators:						
C Clinical Decision Making	C1 Ability to identify problems						
	C2 Ability to assess current changes in the patient's condition						
	C3 Can clarify the focus of the patient's current condition observation						
	C4 Can make recommendations for decisions regarding patient conditions						
	C5 Can provide the care needed for the patient's current condition						
	C6 Be able to analyze the factors associated with the development of the condition						

	C7 Critical thinking						
	C8 Ability to provide feedback						
	Supplementary indicators:						
D Operating Skills	D1 Strictly implement the principle of aseptic operation in operation						
	D2 Follow the requirements of the core system of checking and identification of patients and the correct timing and method of checking medical prescriptions and medications during operation						
	D3 Appropriate assessment of the patient and appropriate assistance when the patient is unable to cooperate with the operation						
	D4 Perform the steps according to the needs of the disease and in a rational order						
	D5 Accurate operation process						

	D6 Respond appropriately to patient discomfort caused during operation						
	D7 Pay attention to patient privacy protection during operation						
	D8 Correct final disposal at the end of the operation						
	Supplementary indicators:						
E Health Education	E1 To inform the purpose of health promotion						
	E2Provide the appropriate health education knowledge needed						
	E3 Health promotion using easy-to-understand language						
	E4 Demonstrate and explain to patients when necessary						
	E5 Accurate mission content						

	E6 Identify patients with missionary knowledge						
	Supplementary indicators:						
F Humanistic Care	F1 Ability to build a good trusting relationship with patients						
	F2 Facing patients with a professional attitude and identity						
	F3 Able to notice and deal with patient discomfort in a timely manner						
	F4 Ensure patient safety and protect patients when necessary						
	F5 Respect the patient's wishes where possible						
	F6 Good attitude and firm and polite tone when you need to refuse a patient						
	F7 Protecting patient privacy						
	F8 Empathy for patients						

	F9 Can use appropriate methods to help patients build confidence to overcome the disease						
	Supplementary indicators:						
G Organizational effectiveness	G1 Ability to respond effectively to emergencies						
	G2 Proper time control and overall efficiency						
	G3 Focus on prioritization in nursing behaviors						
	G4 Efficient use of resources to provide optimal service						
	G5 Appropriate and flexible assessment processing						
	G6 High patient satisfaction						
	Supplementary indicators:						

Part III Expert familiarity with consulting content

Note: The degree of familiarity mainly includes very familiar, relatively familiar, generally familiar, not too familiar and unfamiliar, please refer to your own actual situation to fill in the corresponding column "√".

Dimensionality	Level of familiarity				
	Very familiar	Relatively familiar	Generally familiar	Not too familiar	Unfamiliar
A Nurse-Patient Communication					
B Health assessments					
C Clinical Decision Making					
D Operating Skills					
E Health Education					
F Humanistic Care					
G Organizational effectiveness					

Part IV The expert's judgment on the basis of consulting content

Note: Judgment is based on five aspects: intuition, theoretical knowledge and practical experience, etc. Please make your choice with reference to your own actual situation and put a tick in the corresponding column.

Basis of judgement	Degree of impact		
	Great	Medium	Little
Theoretical analysis			
Practical experience			
Bibliography			
Subjective judgement			

Appendix II: The second round of expert consultation questionnaire

Dear Experts,

This study intends to build a clinical competency evaluation tool for nursing master degree students based on the Mini-CEX in medical education, taking the clinical competency of nurses as the theoretical basis, through literature review and expert opinions, and aiming to provide reference for further standardization of the clinical competency evaluation tool for nursing master degree students. We are familiar with your rich knowledge and experience in the field of nursing graduate education, so we sincerely invite you to help and guide us to complete the consultation, and thank you very much for your support to this study in your busy schedule!

The clinical competence evaluation tool for nursing master degree students constructed by this project after the first round of correspondence includes 7 dimensions (nurse-patient communication, health assessment, clinical decision-making, operational skills, health promotion, humanistic care, and organizational effectiveness) and 52 entries. Please rate the importance of these evaluation entries. Please start to evaluate the importance of these evaluation indexes, and your opinion will directly influence the construction of the subsequent evaluation index system! In order to ensure that this research project can be completed on time, please reply within a week, and we sincerely thank you for your help and guidance!

Finally, I would like to express my gratitude to you again! I sincerely thank you for your participation in this study, and wish you good health and good work!

Part I Consultation on Clinical Competency Evaluation Tool Indicators for Nursing Master Degree Students

Instructions:

This scale covers 7 dimensions with 53 entries. There are five different levels of importance, namely very important, relatively important, generally important, not too important, and not necessary, with scores of 5, 4, 3, 2, and 1.

If there is a need to adjust, revise, add or delete entries, you can directly modify in the "Revision" column.

Table 1 Consultation table of the clinical competence evaluation tool (scale dimensions) for nursing master's degree students

Dimensionality	Importance evaluation of indicators					Modify or delete comments
	Very important	More important	General importance	Not really important	Not important	
	5	4	3	2	1	
A Nurse-Patient Communication						
B Health assessments						
C Clinical Decision Making						
D Operating Skills						
E Health Education						
F Humanistic Care						
G Organizational effectiveness						
Other suggestions:						

Table 2 Consultation table of the clinical competence evaluation tool (scale entries) for nursing master's degree students

Dimensionality	Items	Importance evaluation of indicators					Modify or delete comments
		Very important	More important	General importance	Not really important	Not important	
		5	4	3	2	1	
A Nurse-Patient Communication	A1 Appropriate self-introduction and addressing the patient or family						
	A2 Inform the patient or family of the purpose of the communication						
	A3 Confirm the patient's or family's ability to communicate, communicate in a language that the patient or family understands, and assess the patient's or family's grasp of the information when appropriate						
	A4 Ask questions and guide the patient or family when appropriate, and ask the patient's family to provide correct and sufficient communication						

	information when necessary						
	A5 Respond appropriately to patients when necessary						
	A6 Demonstrate respect and compassion for patients						
	A7 Not interrupting patients or family members inappropriately						
	A8 Use non-verbal communication when necessary to achieve good communication results						
	A9 Clearly thought out, well organized, well controlled pace						
	Supplementary indicators:						
B Health assessments	B1 Targeted physical examination						
	B2 Correct physical examination technique						
	B3 Comprehensive and accurate assessment						

	B4 Correct assessment of the patient's condition						
	B5 Properly assess potential risks						
	B6 Identifying complications						
	B7 Proper use of specialty assessment tools						
	Supplementary indicators:						
C Clinical Decision Making	C1 Ability to identify clinical problems						
	C2 Ability to assess current changes in the patient's condition						
	C3 Can clarify the focus of the patient's current condition observation						
	C4 Can make recommendations for decisions regarding patient conditions						
	C5 Can provide the care needed for the patient's current condition						
	C6 Can analyze the factors and causes associated						

	with the development of the condition						
	C7 Think critically						
	C8 Ability to provide feedback						
	Supplementary indicators:						
D Operating Skills	D1 Aseptic operation strictly implement the principles of aseptic operation						
	D2 Follow the requirements of the core system of checking and identification of patients and the correct timing and method of checking medical prescriptions and medications during operation						
	D3 Provide appropriate assistance when the patient is unable to cooperate with the operation						
	D4 Perform the steps in a reasonable order according to the needs of the disease						
	D5 Accurate operation process						

	D6 Respond appropriately to patient discomfort caused during operation						
	D7 Correct final disposal at the end of the operation						
	Supplementary indicators:						
E Health Education	E1 To inform the purpose of health promotion						
	E2Provide the appropriate health education knowledge needed						
	E3 Health promotion using easy-to-understand language						
	E4 Demonstrate and explain to patients when necessary						
	E5 Accurate mission content						

	E6 Identify patients with missionary knowledge						
	Supplementary indicators:						
F Humanistic Care	F1 Ability to build a good trusting relationship with patients						
	F2 Facing patients with a professional attitude and identity						
	F3 Able to notice and deal with patient discomfort in a timely manner						
	F4 Ensuring patient safety						
	F5 Respect the patient's wishes where possible						
	F6 To ensure patient safety, be firm and polite when you need to refuse unreasonable requests from patients						
	F7 Protecting patient privacy						
	F8 Empathy for patients						

	F9 Can use appropriate methods to help patients increase their confidence in overcoming the disease						
	Supplementary indicators:						
G Organizational effectiveness	G1 Ability to respond effectively to emergencies						
	G2 Proper time control and overall efficiency						
	G3 Focus on prioritization in nursing behaviors						
	G4 Efficient use of resources to provide optimal service						
	G5 Appropriate and flexible assessment processing						
	G6 High patient satisfaction						
	Supplementary indicators:						

Part II Expert familiarity with consulting content

Note: The degree of familiarity mainly includes very familiar, relatively familiar, generally familiar, not too familiar and unfamiliar, please refer to your own actual situation to fill in the corresponding column "√".

Dimensionality	Level of familiarity				
	Very familiar	Relatively familiar	Generally familiar	Not too familiar	Unfamiliar
A Nurse-Patient Communication					
B Health assessments					
C Clinical Decision Making					
D Operating Skills					
E Health Education					
F Humanistic Care					
G Organizational effectiveness					

Part III The expert's judgment on the basis of consulting content

Note: Judgment is based on five aspects: intuition, theoretical knowledge and practical experience, etc. Please make your choice with reference to your own actual situation and put a tick in the corresponding column.

Basis of judgement	Degree of impact		
	Great	Medium	Little
Theoretical analysis			
Practical experience			
Bibliography			
Subjective judgement			

Appendix III MNS Graduate Student Clinical Competency Evaluation Index

Nurse-Patient Communication (9 items):	Health Assessment (7 items):	Clinical Decision Making (8 items)
A1 Appropriate self-introduction and addressing the patient or family	B1 Targeted physical examination	C1 Ability to identify clinical problems
A2 Inform the patient or family of the purpose of the communication	B2 Correct physical examination technique	C2 Ability to assess current changes in the patient's condition
A3 Confirm the patient's or family's ability to communicate, communicate in a language that the patient or family understands, and assess the patient's or family's grasp of the information when appropriate	B3 Comprehensive and accurate assessment	C3 Can clarify the focus of the patient's current condition observation
A4 Ask questions and guide the patient or family when appropriate, and ask the patient's family to provide correct and sufficient communication information when necessary	B4 Correct assessment of the patient's condition	C4 Can make recommendations for decisions regarding patient conditions
A5 Responding appropriately to patients	B5 Properly assess potential risks	C5 Can provide the care needed for the

		patient's current condition
A6 Demonstrate respect and compassion for patients	B6 Identify complications	C6 Can analyze the factors and causes associated with the development of the condition
A7 Not interrupting patients or family members inappropriately	B7 Proper use of specialty assessment tools	C7 Critical thinking
A8 Use non-verbal communication when necessary to achieve good communication results		C8 Ability to provide feedback
A9 Clearly thought out, well organized, well controlled pace		
Operating Skills (7 items):	Health Education (6 items):	Humanistic Care (9 items):
D1 Aseptic operation strictly implement the principles of aseptic operation	E1 To inform the purpose of health promotion	F1 Ability to build a good trusting relationship with patients
D2 Follow the requirements of the core system of checking and identification of patients and the correct timing and method of checking	E2 Provide the appropriate health education knowledge needed	F2 Facing patients with a professional attitude and identity

medical prescriptions and medications during operation		
D3 Provide appropriate assistance when the patient is unable to cooperate with the operation	E3 Health promotion using easy-to-understand language	F3 Able to notice and deal with patient discomfort in a timely manner
D4 Perform the steps in a reasonable order according to the needs of the disease	E4 Demonstrate and explain to patients when necessary	F4 Ensure patient safety
D5 Accurate operation process	E5 Accurate mission content	F5 Respect for patient wishes
D6 Respond appropriately to patient discomfort caused during operation	E6 Identify patients with missionary knowledge	F6 To ensure patient safety, be firm and polite when you need to refuse unreasonable requests from patients
D7 Correct final disposal at the end of the operation		F7 Protecting patient privacy
		F8 Empathy for patients
		F9 Can use appropriate methods to help patients increase their confidence in overcoming the disease

Organizational effectiveness (6 items):		
G1 Ability to respond effectively to emergencies	G2 Proper time control and overall efficiency	G3 Focus on prioritization in nursing behaviors
G4 Efficient use of resources to provide optimal service	G5 Appropriate and flexible assessment processing	G6 High level of patient satisfaction

Appendix S1 Quantitative table of experts' familiarity with indicators

Familiarity level	Very familiar	More familiar	General familiarity	Less familiar	Not familiar
Quantified values	1	0.8	0.6	0.4	0.2
A Nurse-Patient Communication	14	2	0	0	0
B Health assessments	8	8	0	0	0
C Clinical Decision Making	7	7	2	0	0
D Operating Skills	13	3	0	0	0
E Health Education	14	2	0	0	0
F Humanistic Care	8	8	0	0	0
G Organizational effectiveness	7	4	4	1	0

Appendix S2 Quantification of the basis of expert judgment on indicators

Basis of judgement	Degree of impact		
	Great	Medium	Little
Theoretical analysis	13	3	0
Practical experience	13	1	2
Bibliography	2	9	5

Subjective judgement	0	6	10
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Appendix S3 Results of the first round of expert correspondence

Items	Mean	Full Score	Coefficients of
		Ratio	variation
Domain A: nurse-patient communication	4.8	81.3%	8.4%
A1 Appropriate self-introduction and addressing the patient or family	4.9	87.5%	7.0%
A2 Inform the patient or family of the purpose of the communication	4.6	68.8%	13.4%
A3 Confirm the patient's or family's ability to communicate, communicate in a language that the patient or family understands, and assess the patient's or family's grasp of the information when appropriate	5.0	100.0%	0.0%
A4 Ask questions and guide the patient or family when appropriate, and ask the patient's family to provide correct and sufficient communication information when necessary	4.9	93.8%	5.1%
A5 Respond appropriately to patients when necessary	4.6	62.5%	13.8%
A6 Demonstrate respect and compassion for patients	4.8	81.3%	8.4%
A7 Not interrupting patients or family members inappropriately	4.5	56.3%	14.1%
A8 Use non-verbal communication when necessary to achieve good communication results	4.8	81.3%	12.2%

A9 Clearly thought out, well organized, well controlled pace	4.8	87.5%	11.3%
Domain B: health assessments	4.9	87.5%	7.0%
B1 Targeted physical examination	4.9	87.5%	7.0%
B2 Correct physical examination technique	4.6	68.8%	13.4%
B3 Comprehensive and accurate assessment	4.8	81.3%	8.4%
B4 Correctly assess changes in the patient's condition	5.0	100.0%	0.0%
B5 Properly assess potential risks	5.0	100.0%	0.0%
B6 Identify complications	4.7	68.8%	10.2%
B7 Proper use of specialty assessment tools	4.9	87.5%	7.0%
Domain C: clinical decision making	4.9	87.5%	7.0%
C1 Ability to identify problems	4.9	87.5%	7.0%
C2 Ability to assess current changes in the patient's condition	4.9	93.8%	5.1%
C3 Can clarify the focus of the patient's current condition observation	5.0	100.0%	0.0%
C4 Can make recommendations for decisions regarding patient conditions	4.9	93.8%	5.1%
C5 Can provide the care needed for the patient's current condition	4.9	87.5%	7.0%

C6 Be able to analyze the factors associated with the development of the condition	4.7	68.8%	10.2%
C7 Critical thinking	4.8	75.0%	9.4%
C8 Ability to provide feedback	4.6	62.5%	13.8%
Domain D: operating skills	4.7	75.0%	12.8%
D1 Strictly implement the principle of aseptic operation in operation	5.0	100.0%	0.0%
D2 Follow the requirements of the core system of checking and identification of patients and the correct timing and method of checking medical prescriptions and medications during operation	5.0	100.0%	0.0%
D3 Appropriate assessment of the patient and appropriate assistance when the patient is unable to cooperate with the operation	4.6	62.5%	13.8%
D4 Perform the steps according to the needs of the disease and in a rational order	4.8	75.0%	9.4%
D5 Accurate operation process	4.7	75.0%	12.8%
D6 Respond appropriately to patient discomfort caused during operation	4.7	68.8%	10.2%
D7 Pay attention to patient privacy protection during operation	4.8	81.3%	8.4%
D8 Correct final disposal at the end of the operation	4.8	81.3%	8.4%

Domain E: health education	4.9	87.5%	7.0%
E1 To inform the purpose of health promotion	4.6	68.8%	13.4%
E2 Provide the appropriate health education knowledge needed	4.9	93.8%	5.1%
E3 Health promotion using easy-to-understand language	4.8	81.3%	8.4%
E4 Demonstrate and explain to patients when necessary	4.8	75.0%	9.4%
E5 Accurate mission content	4.9	93.8%	5.1%
E6 Identify patients with missionary knowledge	4.8	87.5%	11.3%
Domain F: humanistic care	4.8	81.3%	8.4%
F1 Ability to build a good trusting relationship with patients	4.5	56.3%	14.1%
F2 Facing patients with a professional attitude and identity	4.7	75.0%	12.8%
F3 Able to notice and deal with patient discomfort in a timely manner	4.9	93.8%	5.1%
F4 Ensure patient safety and protect patients when necessary	4.9	93.8%	10.3%
F5 Respect the patient's wishes where possible	4.6	68.8%	13.4%
F6 Good attitude and firm and polite tone when you need to refuse a patient	4.0	37.5%	25.8%*
F7 Protecting patient privacy	4.7	68.8%	10.2%
F8 Empathy for patients	4.8	81.3%	8.4%

F9 Can use appropriate methods to help patients build confidence to overcome the disease	4.7	68.8%	10.2%
Domian G: organizational effectiveness	4.6	68.8%	15.9%
G1 Ability to respond effectively to emergencies	4.8	75.0%	9.4%
G2 Proper time control and overall efficiency	4.7	75.0%	12.8%
G3 Focus on prioritization in nursing behaviors	4.8	75.0%	9.4%
G4 Efficient use of resources to provide optimal service	4.6	68.8%	13.4%
G5 Appropriate and flexible assessment processing	4.6	75.0%	15.5%
G6 High patient satisfaction	4.6	75.0%	15.5%

Appendix S4 Results of the second round of expert correspondence

Items	Mean	Full Score	Coefficients of
		Ratio	variation
Domain A: nurse-patient communication	4.8	75.0%	9.4%
A1 Appropriate self-introduction and addressing the patient or family	4.8	81.3%	8.4%
A2 Inform the patient or family of the purpose of the communication	4.8	87.5%	11.3%

A3 Confirm the patient's or family's ability to communicate, communicate in a language that the patient or family understands, and assess the patient's or family's grasp of the information when appropriate	4.9	93.8%	5.1%
A4 Ask questions and guide the patient or family when appropriate, and ask the patient's family to provide correct and sufficient communication information when necessary	4.8	81.3%	8.4%
A5 Respond appropriately to patients when necessary	4.4	56.3%	18.3%
A6 Demonstrate respect and compassion for patients	4.6	62.5%	10.8%
A7 Not interrupting patients or family members inappropriately	4.5	56.3%	14.1%
A8 Use non-verbal communication when necessary to achieve good communication results	4.5	62.5%	16.2%
A9 Clearly thought out, well organized, well controlled pace	5.0	100.0%	0.0%
Domain B: health assessments	4.9	93.8%	5.1%
B1 Targeted physical examination	4.8	81.3%	12.2%
B2 Correct physical examination technique	4.9	87.5%	7.0%
B3 Comprehensive and accurate assessment	4.8	81.3%	8.4%
B4 Correct assessment of the patient's condition	5.0	100.0%	0.0%

B5 Properly assess potential risks	5.0	100.0%	0.0%
B6 Identifying complications	4.8	75.0%	9.4%
B7 Proper use of specialty assessment tools	4.8	81.3%	8.4%
Domain C: clinical decision making	4.9	93.8%	5.1%
C1 Ability to identify clinical problems	4.9	87.5%	7.0%
C2 Ability to assess current changes in the patient's condition	4.8	81.3%	8.4%
C3 Can clarify the focus of the patient's current condition observation	5.0	100.0%	0.0%
C4 Can make recommendations for decisions regarding patient conditions	4.5	50.0%	11.5%
C5 Can provide the care needed for the patient's current condition	4.8	81.3%	8.4%
C6 Can analyze the factors and causes associated with the development of the condition	4.6	62.5%	10.8%
C7 Think critically	4.9	87.5%	7.0%
C8 Ability to provide feedback	4.8	75.0%	9.4%
Domian D: operating skills	4.6	68.8%	13.4%
D1 Aseptic operation strictly implement the principles of aseptic operation	4.9	93.8%	5.1%

D2 Follow the requirements of the core system of checking and identification of patients and the correct timing and method of checking medical prescriptions and medications during operation	4.9	93.8%	5.1%
D3 Provide appropriate assistance when the patient is unable to cooperate with the operation	4.7	68.8%	10.2%
D4 Perform the steps in a reasonable order according to the needs of the disease	4.9	87.5%	7.0%
D5 Accurate operation process	4.6	68.8%	13.4%
D6 Respond appropriately to patient discomfort caused during operation	4.8	75.0%	9.4%
D7 Correct final disposal at the end of the operation	4.8	75.0%	9.4%
Domian E: health education	4.9	87.5%	7.0%
E1 To inform the purpose of health promotion	4.8	81.3%	8.4%
E2 Provide the appropriate health education knowledge needed	5.0	100.0%	0.0%
E3 Health promotion using easy-to-understand language	4.8	81.3%	8.4%
E4 Demonstrate and explain to patients when necessary	4.8	81.3%	8.4%
E5 Accurate mission content	4.9	93.8%	5.1%
E6 Identify patients with missionary knowledge	4.6	68.8%	13.4%

Domian F: humanistic care	4.9	87.5%	7.0%
F1 Ability to build a good trusting relationship with patients	4.8	75.0%	9.4%
F2 Facing patients with a professional attitude and identity	4.9	87.5%	7.0%
F3 Able to notice and deal with patient discomfort in a timely manner	4.8	81.3%	8.4%
F4 Ensure patient safety	4.9	93.8%	5.1%
F5 Respect the patient's wishes where possible	4.6	62.5%	10.8%
F6 To ensure patient safety, be firm and polite when you need to refuse unreasonable requests from patients	4.6	68.8%	13.4%
F7 Protecting patient privacy	4.9	87.5%	7.0%
F8 Empathy for patients	4.7	68.8%	10.2%
F9 Can use appropriate methods to help patients increase their confidence in overcoming the disease	4.6	62.5%	10.8%
Domian G: organizational effectiveness	4.5	56.3%	14.1%
G1 Ability to respond effectively to emergencies	4.7	68.8%	10.2%
G2 Proper time control and overall efficiency	4.6	68.8%	13.4%
G3 Focus on prioritization in nursing behaviors	4.8	81.3%	8.4%

G4 Efficient use of resources to provide optimal service	4.7	75.0%	12.8%
G5 Appropriate and flexible assessment processing	4.3	50.0%	21.9%
G6 High patient satisfaction	4.4	50.0%	14.2%